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ABSTRACT

A cooperative effort of the School of Business and the School of Arts and Sciences at the University of Toledo (Ohio) developed a program to provide an opportunity for business students to develop (1) foreign language skills for effective communication and performance in international trade and (2) an awareness of the importance of culture and its relationship to commercial practices. The approach taken was to modify existing language courses to incorporate business and economics terminology and content. Two courses were developed, one in business and one in culture and commerce; each course was offered in French, Spanish, German, and Russian. The French culture and commerce course has attracted a substantial enrollment and is well received by students. It focuses on everyday culture, beginning with culture in general and extending to aspects of French everyday culture, formal culture, and commercial practice. The major problem in course development was in finding materials treating the relationship of French culture and commerce. However, a variety of sources for supplementary materials were found. It is recommended that teachers offering similar courses undergo intensive training, have time to develop materials, and obtain substantial financial support for course planning and implementation. Appended is a list of suggested readings listing 22 books and 13 articles. (MSE)

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CULTURE AND COMMERCE IN FRANCE:

AN ANTHROPOLOGICAL APPROACH

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CULTURE AND COMMERCE IN FRANCE: AN ANTHROPOLOGICAL APPROACH

THE DECLINE IN ENROLLMENTS IN DEPARTMENTS OF FOREIGN LANGUAGES DURING RECENT YEARS HAS BROUGHT ABOUT A NUMBER OF CHANGES. IN THE ABSENCE OF A "CAPTIVE" AUDIENCE BECAUSE OF THE ELIMINATION OF REQUIREMENTS AT THE UNIVERSITY LEVEL, AND IN THE PRESENCE OF FEWER MAJORS AT BOTH THE UNDERGRADUATE AND GRADUATE LEVELS, WE HAVE BEEN FORCED TO SEEK ALTERNATIVES TO THE TRADITIONAL CURRICULUM TO ATTRACT STUDENTS TO OUR CLASSES, AS WELL AS TO ENCOURAGE THEM TO TAKE COURSES AT THE INTERMEDIATE AND ADVANCED LEVELS. IN MANY INSTANCES WE HAVE FOUND OURSELVES WITH THE ONEROUS TASK OF JUSTIFYING OUR VERY EXISTENCE! AMONG INNOVATIONS RESULTING FROM THOSE CIRCUMSTANCES HAVE BEEN COURSE CHANGES TOWARD GREATER CONSIDERATION FOR INDIVIDUAL DIFFERENCES IN NEEDS , APTITUDE, INTERESTS AND BACKGROUNDS, AS WELL AS MORE ATTENTION TO REALISTIC GOALS AND MEANINGFUL EXPERIENCES. BY AND LARGE, HOWEVER, THE MOST STRIKING CHANGE SEEMS TO BE IN THE AREA OF "APPLIED" LANGUAGE STUDY. INCREASINGLY DEPARTMENTS ARE OFFERING STUDENTS THE OPTION OF TAKING COURSES SUCH AS LANGUAGE FOR BUSINESS AND THE PROFESSIONS, TRANSLATION, INTERPRETING, AS WELL AS CROSS-CULTURAL UNDERSTANDING. AND MANY OF THEM HAVE DEVELOPED PROGRAMS AT THE UNDERGRADUATE AND GRADUATE LEVEL IN FOREIGN LANGUAGES AND INTERNATIONAL TRADE OR BUSINESS. IN MANY INSTANCES SUCH ALTERNATIVES HAVE ATTRACTED LARGE NUMBERS OF STUDENTS AND RESULTED IN VERY VIABLE PROGRAMS. INDEED, THE VERY SUCCESSFUL CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS HOSTED BY THE DEPARTMENT OF FOREIGN LANGUAGES AT EASTERN MICHIGAN UNIVERSITY EVERY YEAR WITH ATTENDANCE IN EXCESS OF FOUR HUNDRED (THE NUMBER INCREASES EACH YEAR) ATTEST TO THE INCREASING INTEREST IN "APPLIED"

FOREIGN LANGUAGES. A CONTRIBUTING COROLLARY HAS BEEN RECOGNITION OF THE NEED TO BROADEN AND ENRICH THE CURRICULUM, AS WELL AS TO PROMOTE CULTURAL AWARENESS AND ITS IMPORTANCE. IN MY DISCUSSION I WILL FOCUS ON EFFORTS TOWARD THAT END MADE AT THE UNIVERSITY OF TOLEDO.

DURING THE ACADEMIC YEAR 1982-83 A PROPOSAL WAS FUNDED BY THE STATE DEPARTMENT OF EDUCATION UNDER TITLE VI OF THE HIGHER EDUCATION ACT OF 1965 TO DEVELOP INSTRUCTIONAL MATERIAL IN FOREIGN LANGUAGES FOR THE UNDERGRADUATE BUSINESS CURRICULUM AT THE UNIVERSITY OF TOLEDO. ESSENTIALLY, THE PROPOSAL SOUGHT TO "INTERNATIONALIZE" THE CURRICULUM BY OFFERING INSTRUCTIONAL MATERIALS IN FOREIGN LANGUAGES RELEVANT TO BUSINESS EDUCATION WITH THE VIEW TOWARD PREPARING FUTURE MANAGERS WITH AN AWARENESS OF THE INCREASING INTERNATIONAL ENVIRONMENT OF BUSINESS, AND WHO COULD FUNCTION EFFECTIVELY IN A HIGHLY INTERDEPENDENT INTERNATIONAL CONTEXT. NEEDLESS TO SAY, SUCH A PROPOSAL WAS AMBITIOUS WITH FAR-REACHING IMPLICATIONS, REQUIRING THE MODIFICATION OF EXISTING COURSES AS WELL AS THE DEVELOPMENT OF NEW ONES. MOREOVER, IT REQUIRED COLLABORATION ACROSS COLLEGE LINES BETWEEN THE COLLEGE OF ARTS AND SCIENCES AND THE COLLEGE OF BUSINESS SINCE THE CURRICULUM ENVISIONED WAS DESIGNED PRIMARILY FOR THE UNDERGRADUATE BUSINESS MAJOR, WITH THE INSTRUCTIONAL MATERIALS DEVELOPED AND TAUGHT BY FACULTY IN THE DEPARTMENT OF FOREIGN LANGUAGES. SUCH INTERCOLLEGIATE COLLABORATION WAS IN ITSELF NO SMALL FEAT SINCE TRADITIONALLY COLLEGES TEND TO "GUARD THEIR TURF," THEREBY OFTEN RENDERING COOPERATIVE EFFORTS BETWEEN COLLEGES DIFFICULT OR EVEN IMPOSSIBLE. MOREOVER, THE ORIGIN OF THE PROPOSAL IN THE COLLEGE OF BUSINESS MADE IT UNIQUE SINCE SUCH EFFORTS HAVE GENERALLY BEEN INITIATED IN THE COLLEGE OF ARTS AND SCIENCES. INDEED, THE COOPERATIVE PROGRAMS IN FOREIGN LANGUAGES AND BUSINESS

ESTABLISHED IN RECENT YEARS HAVE BEEN PIONEERED BY A COLLEAGUE IN THE DEPARTMENT OF FOREIGN LANGUAGES, AND USUALLY WITH CONSIDERABLE DIFFICULTY IN WINNING SUPPORT FROM COLLEAGUES WITHIN THE DEPARTMENT ITSELF. (FOR A LISTING OF THOSE, SEE THE AATF NATIONAL BULLETIN, 10, 2(NOVEMBER 1984), P. 3). REGARDLESS OF THEIR ORIGINS, EVIDENTLY SUCH PROGRAMS HAVE BEEN RATHER SUCCESSFUL AND OFFER A VERY VIABLE ALTERNATIVE TO THE TRADITIONAL CURRICULUM IN DEPARTMENTS OF FOREIGN LANGUAGES. IN FACT, IN A NUMBER OF CASES THEY HAVE HELPED DEPARTMENTS AVOID UNFORTUNATE CONSEQUENCES WHICH DECLINING ENROLLMENTS OFTEN ENTAIL. PERHAPS NO BETTER EXAMPLE OF A SUCCESSFUL PROGRAM CAN BE CITED THAN THE FOREIGN LANGUAGE AND INTERNATIONAL TRADE PROGRAM AT EASTERN MICHIGAN UNIVERSITY. FACED WITH DECLINING ENROLLMENTS AND THE THREAT OF RETRENCHMENT A NUMBER OF YEARS AGO, THE DEPARTMENT OF FOREIGN LANGUAGES DEVELOPED AN ALTERNATIVE "APPLIED" LANGUAGE PROGRAM AT THE UNDERGRADUATE AND GRADUATE LEVELS, BOTH OF WHICH INCLUDED A TRAINEESHIP OR FIELD EXPERIENCE COMPONENT. IT IS MY UNDERSTANDING THAT CURRENTLY THERE ARE OVER 400 MAJORS IN THAT PROGRAM!

THE PROGRAM PROPOSED AT THE UNIVERSITY OF TOLEDO WAS NOT QUITE AS AMBITION AS THAT AT EASTERN MICHIGAN UNIVERSITY. COMPARATIVELY MODEST, IT SOUGHT TO PROVIDE AN OPPORTUNITY FOR STUDENTS IN BUSINESS AT THE UNDERGRADUATE LEVEL TO DEVELOP FOREIGN LANGUAGE SKILLS SO NECESSARY FOR EFFECTIVE COMMUNICATION AND PERFORMANCE IN AN INTERNATIONAL CONTEXT, AS WELL AS AN AWARENESS OF THE IMPORTANCE OF CULTURE AND ITS RELATIONSHIP TO COMMERCIAL PRACTICES. IN ORDER TO ACHIEVE THAT GOAL IT WAS DEEMED NECESSARY TO MODIFY EXISTING FOREIGN LANGUAGE COURSES TO INCORPORATE WITHIN THEM RELEVANT BUSINESS AND ECONOMICS TERMINOLOGY AND CONTENT. THE RESULT WAS THE DEVELOPMENT OF TWO COURSES IN FRENCH, SPANISH, GERMAN

AND RUSSIAN: ONE ON BUSINESS, AND THE OTHER ON CULTURE AND COMMERCE. IN MY DISCUSSION I WILL FOCUS ON THE LATTER SINCE IT IS THE COURSE IN WHICH I HAVE BEEN DIRECTLY INVOLVED.

THE PROGRAM ENVISIONED IN THE PROPOSAL WAS UNIQUE IN THAT IT SOUGHT THE EFFECTIVE INTEGRATON OF A FOREIGN LANGUAGE COMPONENT IN THE UNDERGRADUATE BUSINESS CURRICULUM. RATHER THAN TAKING THE TRADITIONAL COURSES ALREADY OFFERED IN THE DEPARTMENT OF FOREIGN LANGUAGES--AS HAS GENERALLY BEEN THE CASE AT OTHER INSTITUTIONS WITH PROGRAMS IN INTERNATIONAL BUSINESS MANAGEMENT (REQUIRING THE STUDY OF A FOREIGN LANGUAGE)--STUDENTS WOULD TAKE COURSES GEARED TO THEIR NEEDS, INTERESTS AND AREA OF CONCENTRATION. MOREOVER, THE PROPOSAL OF A COURSE CONCENTRATING ON CULTURE AND COMMERCE AND THEIR INTERRELATIONSHIP WAS ALSO UNIQUE SINCE TRADITIONALLY THOSE TWO COMPONENTS MAKE UP SEPARATE COURSES. CORRESPONDINGLY, THERE WERE VERY LIMITED SOURCE MATERIALS AVAILABLE TO DEVELOP SUCH A COURSE, A FACTOR WHICH CONTRIBUTED TO THE DIFFICULTY OF THE TASK. ALSO, AS A TEACHER OF FOREIGN LANGUAGES WITH A BACKGROUND IN THE HUMANITIES I HAD LIMITED KNOWLEDGE OF INTERNATIONAL TRADE AND COMMERCE. CONSEQUENTLY, I FELT A NEED TO RE-ORIENT MYSELF OR RE-CYCLE, AS IT WERE. FORTUNATELY, THE NEED TO MODIFY THE TRADITIONAL CURRICULUM IN DEPARTMENTS OF FOREIGN LANGUAGES HAS BROUGHT ABOUT GREATER EMPHASIS ON "APPLIED" LANGUAGE STUDIES, THEREBY GIVING RISE TO SUMMER WORKSHOPS IN FOREIGN COUNTRIES DESIGNED TO MEET THE NEEDS OF FACULTY INVOLVED IN SUCH PROGRAMS. AS A RESULT, COLLEAGUES ARE INCREASINGLY ATTENDING SEMINARS ON FRENCH BUSINESS PRACTICES SUCH AS THAT OFFERED BY THE GRADUATE SCHOOL OF BUSINESS IN LYON, FRANCE, AND THE CHAMBER OF COMMERCE IN PARIS.

AFTER ATTENDING THE PROGRAM IN LYON DURING THE SUMMER OF 1983, I OFFERED A COURSE ON CULTURE AND COMMERCE IN THE SPRING OF 1984. THE COURSE ITSELF TURNED OUT RATHER SUCCESSFUL IN MY OPINION, IF FOR NO OTHER REASON THAN THE LARGE NUMBER OF STUDENT IT ATTRACTED. SINCE IT HAD NEVER BEEN OFFERED BEFORE, THERE WAS NO WAY TO DETERMINED WHETHER IT WOULD DRAW ANY STUDENTS AT ALL, SO IT WAS INDEED SURPRISING WHEN THIRTY-FIVE REGISTERED AND, UNFORTUNATELY, TEN OTHERS WERE CLOSED OUT BECAUSE OF THE LACK OF SPACE IN THE CLASSROOM. ANOTHER ENCOURAGING FACTOR RELATES TO THE POSITIVE FEEDBACK FROM THE FORMAL AND INFORMAL ANONYMOUS EVALUATIONS ADMINISTERED AT THE END OF THE COURSE. THE FOLLOWING IS A SAMPLING OF COMMENTS MADE BY STUDENTS:

"THE MOVIES AND SLIDES WERE VERY HELPFUL IN ESTABLISHING PERSPECTIVES ON FRENCH CULTURE. I FEEL I GOT MY 'MONEY'S WORTH.' THE LECTURES WERE VERY INFORMATIVE..."

"I FOUND THE CLASS THE MOST INTERESTING WHEN THE ASPECT OF BUSINESS WITH THE OTHER CULTURES WAS DISCUSSED...THE CLASS WAS ALSO MORE INTERESTING WHEN THERE WAS INTERACTION BETWEEN THE CLASS AND THE TEACHER IN TERMS OF GROUP DISCUSSION. I ALSO FOUND THE FIELD TRIP TO AMERICAN MOTOR CORPORATION INTERESTING."

"THE CLASS OBJECTIVE WAS MET; YOU GAVE GOOD BACKGROUND MATERIAL TO PROVE YOUR POINTS. ALTHOUGH I DO HAVE ONE COMPLAINT: THERE WERE TOO MANY BOOKS TO READ TO ARRIVE AT THE INFORMATION WE HAD TO OBTAIN; IT WOULD BE BETTER TO HAVE INFORMATION IN ONE OR TWO BOOKS; THIS WOULD MAKE READING AND STUDYING SIMPLER."

"I ENJOYED THIS CLASS. HOWEVER, SOMETIMES LECTURES WERE FAST; A LOT

OF MATERIAL WAS COVERED ON SEVERAL OCCASIONS. BUT OVERALL, I FELT I GAINED MUCH KNOWLEDGE ON THE FRENCH WHICH I HAD NOT PREVIOUSLY KNOWN."

"THE ONLY COMPLAINT IS THAT YOU TALK A LITTLE TOO SWIFTLY. ALSO, THE SECTION ON CULTURE IN GENERAL COULD BE CONDENSED."

"PLEASE TAKE MORE TIME WHEN SPELLING AND EXPLAINING FRENCH TERMS WHEN LECTURING."

AS FOR THE CONTENTS AND ORGANIZATION OF THE COURSE ITSELF, IT WAS DEEMED PREFERABLE TO CONCENTRATE ON ANTHROPOLOGICAL CULTURE, I.E. EVERYDAY CULTURE, WITH MINIMAL ATTENTION TO FORMAL CULTURE SINCE SUCH FOCUS WOULD BE MORE MEANINGFUL AND WOULD BETTER ALLOW FOR PARALLELS WITH WHICH THE STUDENT IN BUSINESS COULD MOST EASILY IDENTIFY. CONSEQUENTLY, THE FOLLOWING OUTLINE WAS FORMULATED:

I. ASPECTS OF CULTURE

II. ASPECTS OF FRENCH CULTURE

III. ASPECTS OF FRENCH CIVILIZATION

IV. ASPECTS OF FRENCH COMMERCE

AS THE OUTLINE SUGGESTS, OUR POINT OF DEPARTURE WAS A LOOK AT CULTURE IN GENERAL: ITS DEFINITION RELATIVE TO LARGE "C" AND SMALL "C" CULTURE, AND SOME CHARACTERISTICS. WE ALSO CONSIDERED ELEMENTS IMPORTANT IN ANALYZING A CULTURE, SUCH AS VALUES, ATTITUDES AND ASSUMPTIONS. AND WE LOOKED AT MANIFESTATIONS OF CULTURE SUCH AS ETHNOCENTRISM, PREJUDICE, STEREOTYPING AND NONVERBAL COMMUNICATION.

FINALLY, WE FOCUSSED ON SOME CULTURAL FACTORS DETERMINING COMMERCIAL PRACTICES (E.G. MATERIAL CULTURE, LANGUAGE, AESTHETICS, EDUCATION, RELIGION, ATTITUDES AND VALUES). IN THE SECOND COMPONENT OF THE COURSE WE CONSIDERED ASPECTS OF FRENCH CULTURE SUCH AS THE LANGUAGE, VALUE SYSTEMS (E.G. FRENCH INDIVIDUALISM, INTELLECTUALITY, REALISM, LE BON SENS, L'ART DE VIVRE, FAMILY TIES, RELIGION, LA LIBERTÉ, LA PATRIE), NONVERBAL COMMUNICATION (E.G. PROXEMICS, CHRONEMICS, GESTURES); WE ALSO LOOKED BRIEFLY AT SOURCES OF FRENCH CULTURE SUCH AS SONGS, PROVERBS, FOLKLORE, CARTOONS, NEWSPAPERS, ETC.

SINCE ANY EXAMINATION OF CULTURE SHOULD INCLUDE CONSIDERATION OF BOTH INFORMAL AND FORMAL ASPECTS, IN THE NEXT COMPONENT WE FOCUSSED ON FRENCH CIVILIZATION, HERE PERCEIVED AS ESSENTIALLY SYNONOMOUS WITH FORMAL CULTURE. AS NOTED, THE PRIMARY EMPHASIS IN THE COURSE IS ON INFORMAL , ANTHROPOLOGICAL OR 'EVERYDAY' CULTURE; THEREFORE THIS COMPONENT WAS TREATED IN A RATHER SUMMARY FASHION, TOUCHING BRIEFLY UPON HIGHLIGHTS IN THE AREAS OF HISTORY, ART FORMS, REGIONS, INSTITUTIONS AND DAILY LIFE. IN THE FOURTH AND FINAL COMPONENT OF THE COURSE, WE DISCUSSED ASPECTS OF FRENCH COMMERCE AND CONSIDERED POLITICAL, ECONOMIC AND SOCIOPROFESSIONAL QUESTIONS. SINCE THE MAJOR THRUST OR OBJECTIVE OF THE COURSE IS TO SENSITIZE THE STUDENT TO THE CLOSE RELATIONSHIP BETWEEN CULTURE AND COMMERCE, WE LOOKED AT ASPECTS OF DOING BUSINESS IN FRANCE AND CONSIDERED SUCH THINGS AS MAKING AN APPOINTMENT, ARRIVING IN FRANCE, THE FIRST MEETING, NEGOTIATIONS IN TRANSACTING BUSINESS, FINALIZING NEGOTIATIONS AND FORMALITIES.

BASICALLY THE COURSE WAS ORGANIZED AROUND LECTURES WITH DISCUSSIONS, HANDOUTS, TRANSPARENCIES, SLIDES, MOVIES AND FIELD TRIPS. STUDENTS HAD

A MID-TERM AND FINAL EXAM, AND A GROUP PROJECT. NOT SURPRISINGLY, A MAJOR PROBLEM WAS FINDING SUITABLE SOURCE MATERIALS. AS FAR AS CAN BE DETERMINED, THERE IS NO PUBLISHED MATERIAL TREATING CULTURE AND COMMERCE IN FRANCE AND THEIR RELATIONSHIP; CONSEQUENTLY, STUDENTS WERE GIVEN HANDOUTS AND REQUIRED TO READ FROM MATERIALS PLACED ON RESERVE IN THE LIBRARY. OF REFERENCES USED IN THE COURSE, THE FOLLOWING WERE ESPECIALLY HELPFUL:

JOSEPH T. CARROLL,

THE FRENCH: HOW THEY LIVE AND WORK.

NEW YORK: PRAEGER, 1969.

LYNN M. HILTON, EDITOR,

FRANCE: ITS PEOPLE AND CULTURE.

SKOKIE, IL: NATIONAL TEXTBOOK COMPANY, 1982.

EDWARD T. HALL,

THE SILENT LANGUAGE.

NEW YORK: ANCHOR/DOUBLEDAY, 1959.

ELISE C. SMITH AND LOUISE FIBER LUCE, EDITORS,

TOWARD INTERNATIONALISM: READINGS

IN CROSS-CULTURAL COMMUNICATION.

ROWLEY, MA: NEWBURY HOUSE PUBLISHERS, 1979.

VERN TERPSTRA,

THE CULTURAL ENVIRONMENT IN INTERNATIONAL BUSINESS.

CINCINATI: SOUTHWESTERN PUBLISHING CO., 1978.

FOR AUDIOVISUAL MATERIALS USED IN THE COURSE, I FOUND THE FRENCH AMERICAN CULTURAL SERVICES (FACSEA, 972 FIFTH AVENUE. NEW YORK 10021, 212-737-9700) VERY USEFUL FOR SHORT FILMS ON VARIOUS ASPECTS OF FRENCH CULTURE AND SOCIETY, ALTHOUGH THE SERVICE PROVIDED BY THAT ORGANIZATION WAS NOT ALWAYS RELIABLE. FOR EXAMPLE, ON MORE THAN ONE OCCASION I DID NOT RECEIVE THE TITLE ORDERED OR THE LANGUAGE REQUESTED. APART FROM THAT KIND OF ANNOYANCE, THERE IS A WIDE CHOICE OF TITLES LISTED THAT ARE AVAILABLE ON VIDEO CASSETTE, THE RENTAL FEE IS VERY REASONABLE, AND IT IS EVEN POSSIBLE TO PURCHASE CERTAIN TITLES. OTHER MATERIALS, SUCH AS SLIDES AND FILMSTRIPS, WERE OBTAINED FROM GESSLER PUBLISHING COMPANY (900 BROADWAY, NEW YORK 10003, 212-673-3113). ALSO USEFUL AS A SOURCE FOR INEXPENSIVE MATERIALS IS THE NATIONAL TEXTBOOK COMPANY (8259 NILES CENTER ROAD, SKOKIE, IL 60077.

THE NUMBER OF STUDENTS (35) REGISTERING FOR THE COURSE WHEN IT WAS OFFERED LAST YEAR FOR THE FIRST TIME INDICATE THAT THERE IS AMPLE INTEREST. CONSEQUENTLY, OUR PLANS INCLUDE OFFERING THE COURSE ANNUALLY AS LONG AS THE INTEREST EXIST. MOREOVER, WE HAVE BEGUN PRELIMINARY DISCUSSIONS WITH COLLEAGUES IN THE COLLEGE OF BUSINESS TOWARD DEVELOPING AN UNDERGRADUATE AND GRADUATE PROGRAM IN FOREIGN LANGUAGES AND INTERNATIONAL BUSINESS. FOR THOSE COLLEAGUES CONSIDERING A SIMILAR PROGRAM OR EVEN ONE OR TWO COURSES ONLY IN THE AREA OF "APPLIED" FOREIGN LANGUAGES, I WOULD OFFER THE FOLLOWING SUGGESTIONS:

--AFTER IDENTIFYING COLLEAGUES WHO ARE GENUINELY INTERESTED, IT IS IMPORTANT THAT THEY UNDERGO INTENSIVE TRAINING PRIOR TO TEACHING IN THE PROGRAM. AS MENTIONED, THERE ARE A NUMBER OF

SEMINARS AND WORKSHOPS OFFERED BOTH IN THE UNITED STATES AND ABROAD. IN FRANCE THERE ARE AT LEAST FOUR PROGRAMS OFFERED DURING THE SUMMER WITH STIPENDS AVAILABLE FROM THE FRENCH GOVERNMENT. IN THE UNITED STATES, THE FRENCH CONSULATE IN CHICAGO HAS SPONSORED WEEK-LONG SEMINARS ON "LE FRANÇAIS DES AFFAIRES;" WHEREAS SIMILAR WORKSHOPS ARE USUALLY OFFERED AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH AND THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES.

--SUFFICIENT RELEASE TIME SHOULD BE PROVIDED FOR FACULTY TO DEVELOP COURSE MATERIALS; IDEALLY, THE INSTITUTION WOULD PROVIDE SUMMER FACULTY DEVELOPMENT GRANTS.

--SUBSTANTIAL FINANCIAL SUPPORT SHOULD BE OBTAINED FROM THE UNIVERSITY ADMINISTRATION IN ADVANCE.

--SUITABLE RECOGNITION SHOULD BE ACCORDED FOR SUCH EFFORTS AT THE TIME OF SALARY, TENURE AND PROMOTION CONSIDERATIONS.

IN THE FINAL ANALYSIS, WE SHOULD CONSTANTLY SEEK WAYS TO IMPROVE OUR EFFECTIVENESS AS TEACHERS AND PROVIDE A MEANINGFUL EXPERIENCE FOR OUR STUDENTS. THE ALTERNATIVES TO THE TRADITIONAL CURRICULUM LARGELY DICTATED BY CHANGING TIMES, CIRCUMSTANCES, NEEDS AND INTERESTS HAVE THE POTENTIAL FOR MAKING A SIGNIFICANT CONTRIBUTION.

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